



SCHOOL FACILITY GUIDELINES

Section 1. Definitions

- (a) The definitions in this section apply throughout these guidelines.
- (b) “Classroom” means any place or area within a school in which students are instructed.
- (c) “DPHA” means the division of historic preservation and archaeology of the department of natural resources.
- (d) “Educational specifications” means a description of the educational program and activities that a proposed facility must support and the types of spaces that will best accommodate the requirements of the educational program.
- (e) “Feasibility study” means a written document that analyzes current and anticipated conditions within the community and school and, from the findings, develops a course of action for the future.
- (f) “Major construction” means any project which involves a new structure, additions, remodeling and renovation.
- (g) “Mobile instructional unit” or “MIU” means a self-propelled unit used to accommodate students and personnel participating in instructional activities that are more appropriately conducted in a mobile unit than in a regular classroom or relocatable unit.
- (h) “National register” means the register of historic places authorized by the National Historic Preservation Act of 1966 and administered by the national park service of the United States Department of the Interior.
- (i) “Relocatable classroom” means a temporary structure to house students until the school corporation completes permanent facilities.
- (j) “Remodeling” means any architectural change that affects or alters the square footage of any learning areas or otherwise affects the interior environment.
- (k) “Renovation” means a repair or refurbishment that does not alter the square footage of any existing area and is over \$1,000,000.00.
- (l) “School corporation” means an entity authorized by law to establish public schools and levy taxes for the maintenance thereof.
- (m) “School facility” means any structure used in connection with the operation of public schools.
- (n) “School site” means a plot of ground or property set apart for school purposes.
- (o) “State register” means the Indiana register of historic sites and structures established under IC 14-3-3.4 and administered by the DHPA.

Section 2. General Principles

(a) The objective of these guidelines is to provide guidance to ensure the establishment of an educationally effective and economically efficient system of school facilities. Each proposed building project should reflect:

- (1) an effort to maximize the cost benefit of construction with functional, adequate, and structurally sound buildings;
- (2) a plan to eliminate temporary school facilities and temporary classrooms within permanent school facilities;
- (3) an attempt to remodel or renovate a school listed on the national register or state register or determined by DHPA as eligible for either register;
- (4) an investigation of alternative energy sources;
- (5) a design that can accommodate changes in educational activities and programs, including the expansion of buildings resulting from increased enrollment or expanded educational programs;
- (6) equal opportunity for all public school children;
- (7) an effort to have appropriate student enrollment to maximize operational efficiency; and
- (8) a study by the governing body of the feasibility and impact of the proposed building project, including:
 - (A) the educational opportunities for students;
 - (B) local community interest;
 - (C) the effect on the community as a whole;
 - (D) the economic interest of the community; and
 - (E) the impact on a school listed on the national register or state register or determined by DHPA as eligible for either register.

(b) Local boards of education should study the issue of school size in relationship to educational opportunity and operational cost per pupil.

(c) Local boards of education should build schools that are large enough to offer a comprehensive program and student services at a reasonable cost.

Section 3. Guidelines for Feasibility and Impact Study

A feasibility and impact study should include, but not be limited to:

- (1) demographics;
- (2) facility analysis, including a plan to eliminate temporary facilities and temporary classrooms within permanent facilities;
- (3) projected student and community growth;
- (4) financial analysis, including operation cost on a per pupil basis, transportation costs, and ability to fund the project;
- (5) projected construction cost and, if applicable, a comparison of the cost of new construction with the cost of remodeling or renovating a school listed on the national register or state register or determined by the DHPA as eligible for either register; and

- (6) current and future education program accreditation requirements.

Section 4. Guidelines for Conventional School Facilities

- (a) The site size for a school with a combination of elementary and middle/junior high grades, middle/junior high and high school grades, or elementary, middle/junior high and high school grades is the combined total of the minimum site size for each of the grade levels involved.
- (b) New facilities should be designed in a manner that reduces air and noise pollution to minimum levels.
- (c) Regular instructional areas should be located so they are shielded as much as possible from high noise and odor producing areas. High noise and odor producing areas should be adequately designed, including appropriate acoustic treatment, ceiling height, and air-handling capability, and appropriately located so that noise and odor levels are held to a minimum. These areas include, but are not limited to:
- (1) shops;
 - (2) laboratories;
 - (3) kitchens;
 - (4) gyms;
 - (5) music and art rooms; and
 - (6) auditoriums.
- (d) Classroom space should be planned to provide for the educational program to be offered and the number of pupils to be accommodated.
- (e) Adequate space should be included for restrooms, conference rooms, teacher and work areas, and storage areas.
- (f) The instructional space to be provided for specific areas should be determined by multiplying the number of pupils to be housed by the minimum square footage per pupil found elsewhere in these guidelines.
- (g) All classrooms and instructional areas should be equipped with adequate electrical wiring, outlets and light switches to accommodate current and future educational technology and other types of technology used to carry out the instructional program.
- (h) All corridors and door openings should meet the following requirements:
- (1) Main corridors should have a minimum width of:
 - (A) ten (10) feet if no lockers are located in the corridor, or if lockers are located on one (1) side of the corridor; and
 - (B) twelve (12) feet if lockers are located on both sides of the corridor.
 - (2) Secondary corridors should have a minimum width of:
 - (A) eight (8) feet if no lockers are located in the corridor, or if lockers are located on one (1) side of the corridor; and
 - (B) ten (10) feet if lockers are located on both sides of the corridor.
- (i) All doors opening into student traffic should be fully recessed.

- (j) Traffic patterns and control should be considered in the planning of school facilities. Plans should assure that all instructional and activity areas can be entered and exited without passing through another instructional or activity space and that student traffic conflicts are minimized.
- (k) Community-use areas should be located so they can be independently heated, lighted, and entered without interference with the rest of the building.
- (l) Open-space facilities should meet the same space requirement guidelines as conventionally constructed facilities.
- (m) All new school facilities should be air-conditioned. All major construction projects that include new heating and ventilating systems should include air-conditioning for the part of the school facility that receives the new heating and ventilating system. In buildings in which the windowless construction concept has been used there should be full climatic control.
- (n) Each classroom with windows should have some windows that are operable.
- (o) Each school facility should provide for the use of educational technology in delivering the educational program.
- (p) A new school facility should be connected to an existing school facility or to another new school facility by an underground or overhead walkway when:
 - (1) students in either building must attend classes or other curriculum-related activities in the other building; and
 - (2) the sites are separated by a public thoroughfare
- (q) Vehicular patterns should be given careful consideration in the architectural planning of ingress and egress of students.
- (r) A safe area(s) should be provided for disaster protection purposes, with space computed on the basis of a minimum of four (4.0) square feet per person. The total minimum safe area should be based upon the planned student and staff capacity of the building.

Section 5. Guidelines for Support/Auxiliary Areas

- (a) The instruction and activity space requirements in this guideline are exclusive of all auxiliary areas. Square footage guidelines are based on thirty (30) students per classroom unless otherwise stated. Any learning or activity area designed for lesser or larger numbers of students should be decreased or increased proportionately.
- (b) The learning areas included in this section may not be required for all buildings. If any learning areas in this section are incorporated in school building plans, they should meet the applicable standards.
- (c) Each area for special education should provide thirty (30) square feet per student and should provide a minimum of nine hundred (900) square feet. Auxiliary space such as toilets, storage, and play areas should be provided.
- (d) A speech, language and hearing area should be provided in each building. The area should be at least one hundred fifty (150) square feet with adequate lighting, ventilation and storage space. Walls, ceilings, floors, and doors should be acoustically treated. The ambient noise level should not exceed sixty (60) decibels.

- (e) A multi-use room should be provided for activities such as eating, large group instruction, and playroom, with space computed on the basis of twelve (12) square feet per person to be seated at any one time.
- (f) General storage space should be included in every school plant for the bulk storage of:
 - (1) materials;
 - (2) supplies;
 - (3) equipment; and
 - (4) books.
- (g) Storage spaces should be located conveniently for delivery and distribution. Storage shall be separated from mechanical spaces and should be equipped with shelving, racks, bins, or other devices to aid in:
 - (1) the efficient use of space;
 - (2) economical handling of inventory; and
 - (3) protection of books and equipment.
- (h) A minimum of two percent (2%) of the gross area of the building should be set aside for general storage. The following should be excluded from this minimum:
 - (1) The kitchen.
 - (2) General receiving and loading area.
 - (3) Mechanical.
 - (4) Electrical equipment
- (i) Space should be provided for the custodial work area, including the storage of:
 - (1) custodial supplies;
 - (2) cleaning and sanitary materials; and
 - (3) furniture and equipment necessary for the operation and maintenance of the school facility.

Section 6. Guidelines for Pre-school and Kindergarten Facilities

- (a) Pre-school and kindergarten rooms should:
 - (1) Contain a minimum of one thousand one hundred (1,100) square feet; and
 - (2) Be self-contained with storage and restrooms.
- (b) Pre-school rooms should have a direct exit to the outside.

Section 7. Guidelines for Elementary Facilities

- (a) The minimum site size for a new elementary school should be seven (7) acres plus one (1) additional acre for each one hundred (100) students, or major fraction thereof, enrolled beyond two hundred (200) students.
- (b) Each elementary general classroom should have a window to view the outside.
- (c) Each general classroom in a school containing any combination of grades 1-6 should contain a minimum of nine hundred (900) square feet, exclusive of auxiliary space.

(d) In a school containing any combination of grades 1-6, a library should be provided containing a minimum of one thousand (1,000) square feet or square footage sufficient to seat 10 percent (10%) of the student body at twenty-five (25) square feet per student, whichever is greater.

Additional space should be provided for:

- (1) storage of magazines;
- (2) storage of educational technology, equipment, and materials; and
- (3) a workroom with:
 - (A) running water;
 - (B) shelves; and
 - (C) cabinets.

(e) Each school should have adequate indoor and outdoor physical education facilities. The indoor facility should have a minimum floor space of four thousand (4,000) square feet, exclusive of safety lanes. If a non-folding portable stage is used, storage space should be provided. Consideration should be given to minimal seating capacity for extracurricular and adult activities. Separate showers for boys and girls, storage, and restroom areas should be provided.

(f) Each school including any combination of grades 1-6 should have:

- (1) a principal's office;
- (2) a reception area;
- (3) conference room(s);
- (4) a student services area;
- (5) a health services office with hand washing facilities; and
- (6) faculty work rooms, including restrooms.

(g) Each school should have an all-purpose music room that is at least one thousand (1,000) square feet, plus adequate storage and lockers for instruments and music.

(h) Each school should have a separate art room of one thousand (1,000) square feet, including a sink and permanent storage.

(i) Each school should be designed and constructed to accommodate the use of technology in the delivery of the education program.

(j) A computer room, if provided, should contain a minimum of nine hundred (900) square feet.

Section 8. Guidelines for Middle/Junior High Facilities

(a) The minimum site size for a new middle school/junior high school should be fifteen (15) acres, plus one (1) additional acre for each one hundred (100) students, or major fraction thereof, enrolled beyond four hundred fifty (450) students.

(b) Each general classroom in a school that includes any combination of grades 5-9 should contain at least nine hundred (900) square feet net, exclusive of auxiliary spaces.

(c) Small group instruction rooms, if provided, should contain a minimum of three hundred (300) square feet.

(d) The media center/library should be a minimum of one thousand two hundred (1200) square feet or have sufficient square footage to seat ten percent (10%) of the maximum pupil capacity of

the school plant at twenty-five (25) square feet per pupil, whichever is greater. Additional space should be provided for:

- (1) conferences;
- (2) storage;
- (3) educational technology, materials, and equipment;
- (4) a listening and viewing area; and
- (5) a workroom with:
 - (A) running water;
 - (B) shelves; and
 - (C) cabinets.

(e) Each school should have adequate indoor and outdoor physical education facilities. The indoor facility should have a minimum floor space of seven thousand (7,000) square feet, exclusive of safety lanes. Separate shower and locker facilities for boys and girls should be furnished, as well as other related storage spaces. Consideration should be given for minimal seating capacity for extracurricular and adult activities.

(f) Each school including any combination of grades 5-9 should have:

- (1) a principal's office;
- (2) a reception area;
- (3) conference room(s);
- (4) a student services area;
- (5) a health services office with hand washing facilities; and
- (6) faculty work rooms, including restrooms.

(g) Each school should have a technology education area with the following square footage:

- (1) Laboratory area – two thousand four hundred (2,400) square feet.
- (2) Activity and storage – two hundred (200) square feet.
- (3) Equipment and material storage – three hundred (300) square feet.
- (4) Planning and design area – one thousand (1,000) square feet.

(h) The minimum square footage guidelines in subsection (g) apply regardless of how many laboratory areas are included, except that when there is more than one (1) laboratory, the square footage listed in subsection (g)(4) may be reduced to five hundred (500) square feet per additional laboratory.

(i) Each school should have a home economics area to accommodate learning experiences in:

- (1) consumer education/resource management;
- (2) housing;
- (3) human development;
- (4) nutrition/food; and
- (5) textiles/clothing.

(j) When the home economics program is taught by a single teacher, there should be only one (1) all purpose room that should contain three thousand (3,000) square feet net, plus two hundred (200) square feet for storage. The area should be arranged to allow for overlapping of space usage to make available nine hundred (900) square feet for a regular classroom setting, when needed, or two thousand four hundred (2,400) square feet for laboratory activities when needed.

(k) When there are two (2) or more teachers in the home economics program, there should be separate rooms that include the following square footage:

- (1) Regular instructional space; nine hundred (900) square feet net.
- (2) Laboratory for nutrition and food; one thousand six hundred (1600) square feet net.
- (3) Laboratory for textiles and clothing; one thousand two hundred (1200) square feet net.
- (4) Departmental storage; two hundred (200) square feet.

(l) Each school should have an art area containing a minimum of fifty (50) square feet per pupil. If there is only one (1) classroom it must contain a minimum of one thousand two hundred (1,200) square feet, including a sink and permanent storage.

(m) Each school should have a business education computer/keyboarding room containing a minimum of thirty-five (35) square feet per pupil. If there is only one (1) classroom it should contain a minimum of one thousand fifty (1,050) square feet.

(n) Each school should have a science area containing a minimum of forty (40) square feet per pupil. If there is only one (1) classroom, it should contain a minimum of one thousand two hundred (1,200) square feet.

(o) A vocal music room should have floor area of sixteen (16) square feet per pupil for the largest class to be accommodated. An instrumental music room should have twenty (20) square feet per pupil. Additional areas for storage should be provided for sheet music, instruments, and uniforms. At least one (1) room should have a minimum of one thousand two hundred (1,200) square feet. Additional areas for practice rooms should be provided.

(p) Each school should be designed and constructed to accommodate the use of technology in the delivery of the educational program.

Section 9. Guidelines for High Schools and Non-vocational Instructional Areas

(a) The site size for a new high school should be twenty (20) acres, plus one (1) additional acre for each one hundred (100) students, or major fraction thereof, enrolled beyond six hundred (600) students.

(b) Each general classroom in a school including grades 9-12 should contain a minimum of nine hundred (900) square feet, exclusive of auxiliary space.

(c) Each small group instruction room should have a minimum of three hundred (300) square feet.

(d) The media center/library should be a minimum of one thousand two hundred (1,200) square feet or have sufficient square footage to seat at least ten percent (10%) of the maximum pupil capacity of the school plant at twenty-five (25) square feet per pupil, whichever is greater.

Additional space should be provided for:

- (1) conferences;
- (2) storage;
- (3) audio-visual materials and equipment;
- (4) listening and viewing area; and
- (5) a work room with:
 - (A) running water;
 - (B) shelves; and

(C) cabinets.

(e) A vocal music room should have a floor area of sixteen (16) square feet per pupil for the largest class to be accommodated. An instrumental music room should have twenty (20) square feet per pupil. Additional areas for storage should be provided for sheet music, instruments, and uniforms. At least one (1) room should have a minimum of one thousand two hundred (1,200) square feet. Additional areas for practice rooms should be provided.

(f) In all business education classrooms there should be a minimum of thirty (30) square feet per pupil. In the keyboarding/computer rooms, there should be thirty-five (35) square feet per pupil. In business procedures/accounting laboratories, there should be forty (40) square feet per pupil. Additional floor space should be provided for storage. At least one (1) room should contain a minimum of one thousand two hundred (1,200) square feet.

(g) All art rooms, with the exception of commercial art rooms, should have a minimum of fifty (50) square feet per pupil. Additional space shall be provided for a kiln. Permanent storage and a sink should be included.

(h) A commercial art room should have a minimum of forty (40) square feet per pupil. At least one (1) room should contain a minimum of one thousand two hundred (1,200) square feet.

(i) Science laboratories should have a minimum of forty (40) square feet per pupil for the following subjects:

- (1) general science;
- (2) physics;
- (3) chemistry; and
- (4) biology.

(j) In addition to the guidelines of subsection (i), storage and preparation space should be provided.

(k) At least one (1) science laboratory should have a minimum of one thousand two hundred (1,200) square feet.

(l) Each school should have an home economics area to accommodate learning experiences in:

- (1) consumer education/resource management;
- (2) housing;
- (3) human development;
- (4) nutrition/food; and
- (5) textiles/clothing.

(m) When the home economics program is taught by a single teacher, there may be only one (1) all purpose room that should contain three thousand (3000) square feet net, plus two hundred (200) square feet for storage. The area should be arranged to allow overlapping of space usage to make available nine hundred (900) square feet for a regular classroom setting when needed, or two thousand four hundred (2,400) square feet for laboratory activities when needed.

(n) When the home economics program is taught by two (2) or more teachers, there should be separate rooms as follows:

- (1) Regular instructional space; nine hundred (900) square feet net.
- (2) Laboratory for nutrition and food; one thousand six hundred (1600) square feet net.

- (3) Laboratory for textiles and clothing; one thousand two hundred (1200) square feet net.
 - (4) Departmental storage; two hundred (200) square feet.
- (o) In addition to the areas in subsection (n), there may be a living/dining room or area for use as a home furnishing and decorating laboratory, and a laundry area. The additional room(s) or area(s) may be included in the areas in subsection (n) by increasing the space by the following:
- (1) Living/dining room or area; four hundred (400) square feet.
 - (2) Laundry area; two hundred (200) square feet.
- (p) Each school should have a technology education area containing the following:
- (1) Laboratory area - two thousand four hundred (2,400) square feet.
 - (2) Activity and storage - two hundred (200) square feet.
 - (3) Equipment and material storage - three hundred (300) square feet.
 - (4) Planning and design area; one thousand (1,000) square feet.
- (q) The minimum square footage guidelines in subsection (p) apply regardless of how many laboratory areas are included, except that when there is more than one (1) laboratory, the square footage listed in subsection (p)(4) may be reduced to five hundred (500) square feet per additional laboratory.
- (r) Each school should provide adequate indoor and outdoor physical education facilities. The indoor facility should have a minimum floor space of ten thousand (10,000) square feet, exclusive of safety lanes. Separate shower and locker facilities should be provided for boys and girls.
- (s) Each high school should have the following administrative areas:
- (1) A principal's office.
 - (2) A student services office.
 - (3) A reception area.
 - (4) At least one (1) conference room.
 - (5) A health services office.
 - (6) Faculty work rooms, including rest rooms.
- (t) A computer room, if provided, should have a minimum of nine hundred (900) square feet.

Section 10. Guidelines for Vocational Instructional Areas

- (a) Agribusiness instructional areas should meet the following requirements:
- (1) Three thousand seven hundred seventy-five (3,775) square feet plus one (1) acre land laboratory for agricultural sales and service/projects.
 - (2) Four thousand one hundred seventy-five (4,175) square feet plus one (1) laboratory for agricultural sales and service/projects.
 - (3) Four thousand three hundred seventy-five (4,375) square feet plus one thousand two hundred (1,200) square feet fenced area adjacent to the shop for agricultural mechanics.
 - (4) Two thousand nine hundred seventy-five (2,975) square feet plus one thousand six hundred (1,600) square feet of greenhouse, one thousand (1,000) square feet of lath house, and a three (3) acre land laboratory for comprehensive ornamental horticulture.
 - (5) Three thousand three hundred seventy-five (3,375) square feet plus one thousand six hundred (1,600) square feet of greenhouse, one thousand (1,000) square feet of lath house, and a three (3) acre land laboratory for grounds maintenance and landscaping.

(6) Two thousand nine hundred seventy-five (2,975) square feet plus one thousand six hundred (1,600) square feet of greenhouse and a one (1) acre land laboratory for floriculture and forestry.

(7) Three thousand seven hundred seventy-five (3,775) square feet plus a one (1) acre land laboratory for natural resources/forestry.

(8) One thousand fifty (1,050) square feet plus nine hundred (900) square feet regular instructional space and one hundred fifty (150) square feet of office and conference space for agribusiness cooperative training.

(b) Business education general intensive office laboratory areas should have one thousand eight hundred (1800) square feet including the following:

(1) One thousand three hundred (1,300) square feet for laboratory area and small group instruction.

(2) One hundred fifty (150) square feet enclosed storage and clean up area.

(3) Two hundred (200) square feet enclosed area for resource materials and specialized equipment.

(4) One hundred fifty (150) square feet enclosed office and planning area.

(c) Business education cooperative office education areas should have one thousand three hundred (1,300) square feet including the following:

(1) One thousand (1,000) square feet instructional area.

(2) One hundred fifty (150) square feet enclosed office and planning area, including a phone.

(3) One hundred fifty (150) square feet enclosed storage, instruction/ planning, and resource materials area.

(d) Business education computer operations and programming intensive office laboratory areas should have two thousand two hundred fifty (2250) square feet including the following:

(1) One thousand nine hundred fifty (1,950) square feet of laboratory, resource materials, and small group instruction area.

(2) One hundred fifty (150) square feet enclosed area for storage and clean up.

(3) One hundred fifty (150) square feet enclosed office and planning area.

(e) Marketing education instructional areas should have one (1) laboratory facility to accommodate the program cluster with two thousand three hundred (2300) square feet, including:

(1) one thousand eight hundred (1800) square feet for classroom and project area/laboratory, (i.e. in-school store) that has:

(A) a small group instruction area;

(B) a display window; and

(C) a computer area;

(2) two hundred (200) square feet of storage area;

(3) one hundred fifty (150) square feet of enclosed storage for laboratory and/or in-school store; and

(4) one hundred fifty (150) square feet for an enclosed office/conference room.

(f) Health occupations instructional areas should meet the following requirements:

(1) Cluster facility; three thousand one hundred fifty (3,150) square feet.

(2) Dental occupations; two thousand five hundred fifty (2,550) square feet.

(3) Medical laboratory occupations; two thousand seven hundred (2,700) square feet.

- (4) Medical office careers; two thousand two hundred (2,200) square feet.
- (g) Home economics consumer and homemaking education areas should meet the guidelines in subsections 9(l), 9(m), 9(n), and 9(o).
- (h) Home economics cooperative education areas should include:
- (1) nine hundred (900) square feet of regular instructional space; and
 - (2) one hundred fifty (150) square feet of office and conference space.
- (i) Instructional areas for home economics laboratory courses in care and guidance of children should include:
- (1) nine hundred (900) square feet of regular instructional space;
 - (2) two hundred (200) square feet of office and conference space;
 - (3) a day nursery laboratory with thirty-five (35) square feet per child indoors and fifty (50) square feet per child outdoors; and
 - (4) additional space as required by the regulations for licensed day nurseries.
- (j) Instructional areas for home economics laboratory courses in clothing and textile production and management should have two thousand seven hundred (2,700) square feet.
- (k) Instructional areas for home economics laboratory courses in food production and management should include:
- (1) nine hundred (900) square feet of regular instructional space;
 - (2) two hundred (200) square feet of office and conference space;
 - (3) three thousand (3,000) square feet of laboratory space for food preparation and service; and
 - (4) additional space as required by the regulations for food service facilities.
- (l) Trade and industrial education auto body and fender class areas should have a one thousand two hundred (1,200) square foot fenced area adjacent to the laboratory and a total of five thousand two hundred fifty (5,250) square feet that includes:
- (1) four thousand (4,000) square feet of laboratory area that includes three hundred (300) square feet for a paint booth;
 - (2) five hundred (500) square feet for instructional space and planning;
 - (3) two hundred (200) square feet for parts and tool distribution;
 - (4) one hundred fifty (150) square feet of office and conference area;
 - (5) three hundred (300) square feet of storage area; and
 - (6) one hundred (100) square feet of paint storage area.
- (m) Trade and industrial education auto mechanics class areas should have a one thousand two hundred (1,200) square foot fenced area adjacent to the laboratory area and a total of five thousand one hundred fifty (5,150) square feet including:
- (1) three thousand six hundred (3,600) square feet of laboratory space;
 - (2) five hundred (500) square feet for engine overhaul;
 - (3) five hundred (500) square feet of instruction and planning space;
 - (4) two hundred (200) square feet of storage area;
 - (5) two hundred (200) square feet for parts and distribution; and
 - (6) one hundred fifty (150) square feet of office and conference area.

- (n) Trade and industrial education building trades class areas should have:
 - (1) six hundred (600) square feet of on-site instructional space plus an off-site project house;
 - (2) nine hundred (900) square feet of instructional space at school;
 - (3) one hundred fifty (150) square feet office and conference area at school; and
 - (4) three hundred (300) square feet of storage area at school.
- (o) Trade and industrial education cosmetology facilities must meet rules and regulations of the Indiana Board of Cosmetology Examiners at IC 25 and 820 IAC;
- (p) Trade and industrial education drafting areas should include:
 - (1) two thousand four hundred (2,400) square feet of laboratory area;
 - (2) two hundred (200) square feet of storage area; and
 - (3) one hundred fifty (150) square feet of office and conference area.
- (q) Trade and industrial education machine trades area should include:
 - (1) Four thousand two hundred (4,200) square feet of laboratory area;
 - (2) five hundred (500) square feet precision measurement area;
 - (3) five hundred (500) square feet instruction and planning area;
 - (4) three hundred (300) square feet storage area;
 - (5) two hundred (200) square feet tool storage and distribution area; and
 - (6) one hundred fifty (150) square feet office and conference area.
- (r) Trade and industrial education printing areas should include:
 - (1) two thousand four hundred (2,400) square feet of laboratory area;
 - (2) five hundred (500) square feet instruction and planning area;
 - (3) six hundred (600) square feet storage area;
 - (4) one hundred fifty (150) square feet of office and conference area; and
 - (5) two hundred (200) square feet of darkroom.
- (s) Trade and industrial education electronic products servicing class areas should include:
 - (1) two thousand four hundred (2,400) square feet of laboratory area;
 - (2) five hundred (500) square feet of instruction and planning area;
 - (3) three hundred (300) square feet of storage area; and
 - (4) one hundred fifty (150) square feet of office and conference area.
- (t) Trade and industrial education welding areas should include:
 - (1) four thousand (4,000) square feet of laboratory area that includes fifteen hundred (1500) square feet for a fabrication area;
 - (2) five hundred (500) square feet of instruction and planning area;
 - (3) three hundred (300) square feet of storage area;
 - (4) one hundred fifty (150) square feet office and conference area; and
 - (5) sixty (60) square feet of outdoor gas cylinder storage area.
- (u) Trade and industrial education industrial cooperative training (ICT) areas should include:
 - (1) nine hundred (900) square feet of instructional space; and
 - (2) one hundred fifty (150) square feet of office and conference area that includes a telephone.
- (v) Interdisciplinary cooperative education (ICE) should include:
 - (1) nine hundred (900) square feet of instructional space; and

(2) one hundred fifty (150) square feet of office and conference area that includes a telephone.

Section 11. Guidelines for Relocatable Classrooms

- (a) Relocatable units should contain 900 square feet. Half-time or full-time students in kindergarten, nursery, special education, and grades 1 and 2 should not be housed in relocatables.
- (b) All relocatable units should meet state standards for regular classrooms with regard to heating, ventilating, lighting, air conditioning, safety, and structural design and must have a minimum of nine hundred (900) square feet of unobstructed space and be at least twenty (20) feet wide.
- (c) Relocatable classroom units should be designed to facilitate their transport from one (1) location to another without undue damage to the components of the building or the service units included.
- (d) Each bidder should submit for each project in his proposal, specifications of the materials, equipment, and accessories to be supplied in the contract.
- (e) Space for restrooms, utility rooms, store rooms, and building equipment should not be included in the minimum eight hundred (800) or nine hundred (900) square feet as specified above. For grades 4-6, toilets are required when the units are located more than 200 feet from existing toilet facilities. There should be a mechanical exhaust fan in all toilet rooms.
- (f) Air-conditioning is strongly recommended for mobile relocatable units.
- (g) Natural light should be supplied from one side of the classroom only.
- (h) School officials should report to the Department the following:
 - (1) the number, location, and cost of each relocatable classroom request approved by the department;
 - (2) the number and location of each relocatable classroom request denied by the department;
 - (3) the number and location of each relocatable classroom in service in the state; and,
 - (4) the length of time each relocatable classroom has been in service.
- (i) Relocatables are temporary facilities and should only be used until the school corporation completes permanent facilities.

Section 12. Facility Resource Inventory

- (a) School corporations are advised to report major projects to the Department in order to provide for maintenance of a statewide school facilities inventory.
- (b) School corporations are advised to submit preliminary plans and a feasibility study to the Department for purposes of review and determination of compliance with these guidelines. Preliminary plans should include:
 - (1) A site plan.
 - (2) A floor plan, wall section, through- building sections, and elevations, along with materials to be used.

- (3) A representation of the entire structure of the new facility on a single sheet of paper.
- (4) In the case of an addition to an existing structure, a representation of the new construction shown as it relates to the existing structure.
- (5) The function and square footage of each room.
- (6) Fire lanes marked in accordance with the regulations of the state fire marshal for open space plans.
- (7) Designated safe areas.

(c) The department may ask to conduct an on-site, post-occupancy evaluation of a facility one (1) year following the date of occupancy. The purposes of the post-occupancy evaluation are to:

- (1) learn how well the facility meets its intended purposes;
- (2) learn what changes, if any, could be made to improve the facility; and
- (3) improve the design of future educational facilities.

(d) Prior to the post-occupancy evaluation, the school corporation is requested to submit to the department a post-occupancy survey on the appropriate department form.

(e) Although the reporting procedures in this section are included in these guidelines, a school corporation electing not to comply with this article is not considered as deviating from these guidelines for the reporting purposes contemplated by IC 20-1-1-6.4.